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ABSTRACT

This study investigated the relation of self-concept to moral judgment in young children. Forty kindergarten children between the ages of 5 years, 1 month and 6 years, 6 months with I.Q.s ranging from 82 to 144 were each administered a self-concept appraisal and The Moral Judgment Test. Product moment correlations evaluated the relationship. A multiple regression analysis evaluated the significance of the relative predictive power of self-concept for moral judgment. This initial investigation revealed a nonsignificant relationship between global self-concept and total moral judgment scores. When the self-concept and moral judgment scores and their respective factors were collapsed, however, all three of the factors of moral judgment correlated significantly with at least one self-concept factor. (Author/MS)

The Relation of Self Concept to Moral Judgment in Young Children

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Running head: Relation of Self Concept to Moral Judgment in Young Children

Abstract

The present study investigated the relation of self concept to moral judgment in young children. Forty kindergarten children between the ages of 5-1 and 6-6, of I.Q.'s ranging from 82 to 144 were each administered a self concept appraisal and the moral judgment test. Product moment correlations evaluated the relationship. A multiple regression analysis evaluated the significance of the relative predictive power of self concept for moral judgment. This initial investigation revealed a nonsignificant relationship between global self concept and total moral judgment score. When the self concept and moral judgment scores and their respective factors were collapsed, however, all three of the factors of moral judgment correlated significantly with at least one self concept factor. The value of the present study would seem to lie in the initial, investigative nature of the research, and the clarification of problems which might impede future investigation of this relationship.

The Relation of Self Concept to Moral Judgment in Young Children

INTRODUCTION

In recent years there has been a resurgence of interest in the development of morality and moral orientations. Professional journals have devoted whole issues to such themes as "Moral Education" (Phi Delta Kappan, 1975: 56) and "Emerging Moral Dimensions in Society" (Leeper, 1975), and numerous articles addressed to the topic appear regularly. This trend suggests a shift in emphasis from the theoretical formulation of behavior to the practical application of morality theory.

Concomitantly, a resurgence of interest in values and value clarification techniques have become evident in classrooms throughout the country, providing for students of all ages an insight into how "they look at choices and how they work at making decisions" (Simon and de Sherbinin, 1975). In essence, the goal of value clarification is to help individuals feel better about themselves, to help them improve their self concept. An integration of these two orientations, one cognitive-developmental and the other affective, is the crux of this investigation.

Piaget's Theory of Moral Judgment

One of the most comprehensive theories of childhood morality originates with Jean Piaget (1965) and is related to his

theory of cognitive development. Like most morality theorists, Piaget states that the relationship between the child and his parents, significant others, and his environment, influences his specific moral feelings. Yet, despite individual variation due to environmental factors, Piaget postulates a theory based on a hierarchy in moral judgments. Further research supports this developmental consistency in both moral behavior and judgment (Kohlberg, 1964; Haan, Smith and Block, 1968; De Palma, 1974; La Voie, 1974; Grinder, 1964; Dreman & Greenbaum, 1973). This trend suggests the importance of discovering related personality characteristics of a general moral trait.

Piaget was especially interested in children's concepts of rules, the impact of adult constraint and the development of the idea of justice. Using his "methode clinique," he distinguished four successive stages of play and three successive stages of consciousness of rules. The stages and the ages that Piaget assigns to them overlap. The complexity of the problem is greatly reduced if two, more global, stages are substituted for the interweaving overlapping ones. Piaget and Inhelder (1969) suggest the terms heteronomous and autonomous.

The heteronomous stage, lasting from approximately age three to age seven, is characterized by unilateral respect and the coercive rule. This in reference to the fact that the child at this stage sees rules as absolute and as handed down

from adults. He is egocentric in that he plays and thinks only for and about himself and fails to take into account the point of view of others.

According to Piaget, the more mature stage, the autonomous, begins at about age seven or eight, and lasts until the child is 12 or 13. During this stage the child is less and less dominated by older children and adults, cooperation takes the place of constraint and autonomy takes the place of conformity. It is during this stage that the child begins to believe that rules can be changed, that they originated through human intervention, and that they are maintained only by mutual consent among equals. Thus children become more flexible and process oriented because, as they go to school, they become progressively free of parental and other adult supervision.

The Effect of Significant Others

Piaget places much emphasis on the role of parents and significant others in the development of moral judgment in the young child. Parents, with their authority and their rules, become for the young child the focus through which he interacts with his environment. A constraining parent will retard the development of moral judgment, while process-oriented parents will enhance the development of mature judgments.

In a similar manner, the self concept is learned "by each person through his lifetime of experience with himself, with other people, and with realities of the external world" (Fitts, 1971, p. 3). Combs (1962) describes the health personality

as having four characteristics, two of which include a positive identification with others, and an openness to experience and acceptance of self and others. Several studies augment these observations. Davidson and Lang (1960) found that children's perceptions of their teachers' feelings towards them correlated positively and significantly with their self perceptions. The higher their self concept, the more these children felt their teachers liked them; and, the more positive their perception of the teachers' feelings, the better was their academic achievement and their classroom behavior. These conclusions were supported for reading achievement (Zimmerman and Allenbrand, 1965), for boys only (Lewis, 1971), for kindergarten children's reading readiness (Giuliani, 1968), and for relationships with significant others (Brookover, Thomas, & Patterson, 1964). Carroll (1973) found a significant, positive correlation between the degree of parental acceptance, self concept and achievement of kindergarten children.

Environment

Piaget postulates that in an environment where a "moral education depends more upon the contagion of example than upon constant parental supervision, the idea of equality will be able to develop much earlier" (1965, p. 267). For Piaget, the ideas of equality and cooperation are the highest level of moral judgment and indicate mature levels of functioning. The psychologists concerned with self concept hold similar views.

Generally, high achieving children are more optimistic, self confident, and hold a higher opinion of themselves; and that high achievement in children correlates with high levels of parental acceptance (Taylor, 1964; Gill, 1969; Carroll, 1973).

The Relationship of Self Concept and Cognitive Development

Several studies relate Piaget's stages of cognitive development with the development of self concept. Lunzer and Morris (1968) state that the process of self concept formation begins during Piaget's sensori-motor stage through representational or dramatic play. They define the concept of self as "the interaction of all representational schemata having the self as referent" (p. 334), in which the experiences of the child are compared by him with the behavior of others. Flink (1973) investigated the relationship between the child's ability to conserve and his self concept, and found that for non-conservers, cognitive training improved self concept, and affective training improved the child's conservation acquisition.

The Relation of Self Concept and Moral Judgment

It seems that if cognitive development and self concept (in effect, the cognitive and the affective) are related, a similar relationship should exist between self concept and moral judgment. This argument is consistent with Graham's (1972,p. 279) criticism.

> Psychologists have not, in general, directed much attention to empirical studies of the self concept specifically in relation to moral learning and

development. It looks as if this should now be a profitable line to pursue, particularly in association with cognitive-developmental theory.

The foregoing considerations provide the rationale for this study which investigates the correlation of self concept and moral judgment in young children.

METHODOLOGY

Setting

Children selected for this study were enrolled in two kindergarten classrooms in adjoining elementary schools in a small southern city. One school was a university laboratory school and the other a public elementary school servicing a middle class neighborhood. Homogeneity of the population attending each of these schools minimized socio-economic variation.

Subjects

The subjects were 40 middle class children between the ages of 5-1 and 6-6 with a mean age of 5-7. These children composed the population of both kindergarten classes in the two elementary schools. The selection of children of this age is supported by studies (Boehem, 1962 (a) and (b); Harrower, 1939; Bronfenbrenner, 1962) showing that young children, especially those of above average intelligence and from the middle socioeconomic level of society respond at a mature level of moral judgment earlier than was determined by Piaget.

Sex

The sample of 40 children consisted of 24 girls and 16 boys.

Intelligence

The range of I.Q. scores as measured by the Otis Lennon Mental Ability Test, Primary I Level, was from 82 to 144 with a mean I.Q. of 111.

Measuring Instruments

The Otis Lennon Mental Ability Test, Primary I.

The Otis Lennon Mental Ability Test, Primary I Level, Form J, measures students' facility in reasoning in the last half of kindergarten and yields a "dependable measurement of the 'g' or general intellective ability factor" (Otis and Lennon, p. 5). The primary form has two parts which must be administered in two separate sittings. This pictorial test, which requires no reading, measures the processes of classification, following directions, quantative reasoning, and comprehension of verbal concepts.

Reliability coefficients have been determined on the basis of corrected split-half and Kuder-Richardson correlations. The Kuder-Richardson correlation which indicates internal consistency of a test, was .88 for the Primary I Level, Form J. The split-half correlation was not available. A reliability coefficient of .81 was determined between alternative forms of the Primary I Level test. Construct validation of the test with the Otis Quick-Scoring Mental Ability Test, Level Alpha,

yielded a correlation of .70 (Otis and Lennon, p. 23). No other information about validity was presented about the Primary I Level test.

"I Feel . . . Me Feel" Self Concept Appraisal

A survey of the literature by Wylie (1961) and Fitts (1971) demonstrates the great difficulty in measuring the self concept. Investigators have employed numerous approaches, ranging from individually administered self reports to Q-Sorts to instruments devised by themselves. Wylie cites almost 200 instruments used through 1959, and many others have been devised since.

The problem is especially acute when attempts are made to study the self concepts of very young children. Only a few instruments, using a variety of approaches, were uncovered. Of the tests reviewed, the "I Feel . . . Me Feel" Self Concept Appraisal (IFMF) was the most thoroughly researched.

The IFMF is an assessment of self concept for children in grades K-3 (Crouthamel, 1975). The test consists of 40 items picturing various school related situations such as interaction with grown-ups and peers, basic academic skills, and building-creating. The items were drawn from the spontaneous, verbal expressions of children. Tape recorders were placed in bathrooms, libraries, classroom conversation corners and in the free playroom. Pictorial representations of the concerns expressed by the children were made and validated by

an independent cross section of socio-economic, geographic, and ethnic groups.

A factor analysis of the IFMF isolated five factors of self concept, four of which were considered in the present study. These included: (a) Fun, composed of items involving experiences in play and fun oriented situations; (b) Academic-School, composed of items related to school, teacher and academic areas; (c) Self Assertion (Newness), composed of self expression items, particularly first time experiences; and, (d) Self Separateness, composed of items dealing with detachment, solitude, and doing things alone. A fifth factor, femininity, was not considered because it was "quite difficult to interpret and probably should not be computed" (Crouthamel, p. 12).

It has been demonstrated that the correlation between self concept and academic achievement is high (Bledsoe, 1967; Brookover, Thomas, & Paterson, 1964; Shaw & Alves, 1963). In a test for construct validation, the IFMF items dealing with academic concerns correlated at .68 with the scores of the Metropolitan Readiness Test for kindergarten children, and at .79 with the California Achievement Test for second graders. Test-retest reliability was .82 for kindergarten and .78 for second grade. The split-half method of determining internal test consistency yielded a correlation coefficient of .86 across all grades K-3.

The Moral Judgment Test

Piaget was primarily interested, in his investigation of moral judgment, in defining the developmental stages of moral growth and went directly to the verbalizations of children with regard to their attitudes and ideas about moral issues. The Moral Judgment Test used in this study consists of six stories, two each for moral realism, immanent justice, and reciprocal punishment. The stories are the original ones used by Piaget with some of the character names changed.

The situations deal with the differentiation between objective and subjective responsibility and children's ideas about justice. The stories present dilemmas about the misdeeds of children, and subjects are asked to judge the relative guild of the culprits.

Piaget, studying moral realism, found that immature responders judged misdeeds in terms of their objective consequences, while more mature responders tended to judge on the basis of motives and intentions. For immanent justice, he found that the younger children (the immature responders) strongly believed in automatic punishment emanating from things themselves, while older children (the more mature responders) gradually abandon this belief.

Reciprocity is concerned with the equitable relationship of the punishment to the crime. Whereas younger, more immature respondents favored expiatory punishments, older, more mature respondents favored reciprocal punishments, those

relating the content and proportion of the act to the nature of the punishment.

Reports have been made on the scoring reliability of independent judges using the interview method with Piaget's moral judgment stories. Medinnus (1962), studying 240 children from six to 12 years, tested his subjects on 18 stories. Four judges sorted the responses. Medinnus reported that all judges agreed on 75% of the responses and three of four judges agreed on 89.2% of the responses. Boehm and Nass (1962) reported unanimous agreement among four judges in most instances. La Voie (1974) reported interrater reliabilities for two judges of 84% for moral realism stories, 77% for immanent justice stories, and 90% for reciprocal punishment stories, and 87% for the total moral judgment score.

SPECIFIC PROCEDURES

Otis Lennon Mental Ability Test, Primary I Level, Form J

The Otis Lennon was administered and scored according to standard procedures.

"I Feel . . . Me Feel" Self Concept Appraisal

The IFMF was administered individually to each S. The test consists of 40 pictured items. Below each picture are representations of five kinds of faces ranging from very sad to very happy. After E reads each caption, S selects a face that corresponds with the way he feels about it. For example, a picture of an adult and a child has the caption, "Walking

with the teacher makes me feel . . . . ." S then chooses the face that corresponds with how he feels--very sad, a little sad, not sad-not happy, a little happy, very happy. Each child was oriented to the faces to ensure verification of his understanding of the process.

One of the 40 items was duplicated and inserted at the end of the test as a reliability check. If the response to the duplicated item was substantially different from that item as it appeared in the test booklet (i.e., more than one face separating the two identical items), that S's responses were eliminated from the study. A total of six Ss were eliminated in accordance with these guidelines. One child was not included because a hearing impairment made his testing impossible.

A numerical rating (1 through 5) was assigned to each response. The global test score was computed by adding the item responses and dividing by 40. Individual factor subscores were also computed and used in the analysis. Both scoring procedures were suggested in the test manual (Crouthamel, 1975, p. 5-6).

The Moral Judgment Test

The Moral Judgment Test was administered individually to each S. Ss were asked to respond to a series of six paired stories in the manner suggested by Piaget. Scoring of the test was based on studies conducted by Boehm and Nass (1962) and La Voie (1974). Each S's response was scored 1 if it indicated a mature response and 0 if the response was judged

to be immature. A mature response on the moral realism stories was one in which the S focused on the intention of the act rather than on the material damage. For items dealing with reciprocity, a mature response was one in which S stated that punishment should be reciprocally related to the deviant act. Mature responses to the immanent justice items were those that stressed naturalistic causality to explain certain physical acts. A total score was derived by summing the scores, thus, the range was from 0-6. Individual factor subscores were also computed.

Scoring

All test items were scored by the author. For the moral judgment stories, scoring was based on the criteria established by Piaget, thus minimizing scorer bias.

Treatment of the Data

Product moment correlation coefficients were computed to evaluate the extent of the relationship among the independent variables of self concept, sex, and intelligence, and moral judgment, the dependent variable.

The product moment coefficient provides a measure of the mutuality of relationship between two variables, and thus separate coefficients were computed. The product moment correlation is appropriate because it yields a magnitude of the extent of association rather than merely a finding that association is or is not demonstrable.

It was expected that a positive relationship would exist between the independent variables of self concept and intelligence and the dependent variable moral judgment, indicating that high scores on the Mental Abilities measure and the self concept measure would be indicative of a mature level of moral judgment.

Based on a review of the literature (Durkin, 1960; Boehm & Nass, 1962; Whiteman & Kosier, 1964; Bandura & McDonald, 1963; Bronfenbrenner, 1962), it was expected that no positive relationship would exist between sex and moral judgment. In correlations where one variable is dichotomous (sex) and the other is continuous, the result is commonly known as a bi-serial correlation. A bi-serial correlation is an estimate of the product moment correlation, yielding a coefficient identical to that yielded by the product moment correlation. It is thus the product moment correlation which is used as the basis for subsequent analysis.

A multiple regression was computed for the independent variables of self concept, sex and intelligence and the dependent variable of moral judgment. By using the multiple regression, one can analyze the relationship between a dependent or criterion variable and a set of independent or predictor variables. Multiple regression may be viewed ". . . as a descriptive tool by which the linear dependence of one variable on others is summarized and decomposed . . . " (Kim & Kohout, p. 321, 1975).

RESULTS

Pearson product moment correlations were computed to evaluate the extent of relationship among the variables of self concept, sex, intelligence and moral judgment. A multiple regression was computed to evaluate the power of self concept, sex, and intelligence to predict moral judgment. The means and standard deviations of the variables are presented in Table I. The correlation coefficients are presented in Table II.

Insert Tables I and II about here

The product moment correlation computed for global self concept scores and global moral judgment scores was equal to .081 ($p > .05$). It would thus seem that global self concept as measured by the "I Feel . . . Me Feel" Self Concept Appraisal was not significantly correlated with total moral judgment at the .05 level of significance.

A multiple regression was computed for the independent variables of self concept, sex, and intelligence and the dependent variable of moral judgment. The results are presented in Table III.

Insert Table III about here

The hypothesis concerning the predictive value of global self concept, sex, and intelligence for total moral judgment was not verified. The combination of factors intelligence, sex and self concept did not significantly predict the moral judgment score.

When self concept and moral judgment scores and their respective factors were collapsed, more interesting results were obtained. Collapsing the variables provided for the standardization of the variables by equalizing the categories. In the present study, each factor with the exception of total moral judgment, was collapsed into two categories at its respective median. The total moral judgment scores were collapsed into three categories based on the scores of the Moral Judgment Test: 1-2, 3-4, 5-6. Table IV presents the medians of the factors and Table V presents the resultant data.

Insert Tables IV and V about here

Several moral judgment factors correlated at or beyond the .05 level of significance with the self concept factors. The academic factor of self concept correlated at .328 ($p < .05 = .304$) with the moral realism factor, and at .343 ($p < .05 = .304$) with the reciprocal punishment factor. Further, the self separateness factor of self concept correlated at .311 ($p < .05 = .304$) with the immanent justice factor of moral judgment. Thus, all three of the factors of

moral judgment correlated with at least one of the factors of self concept at the .05 level of significance when the data were collapsed. Further, two of the self concept factors correlated at the .10 level of significance ($p < .10 = .257$) with the total moral judgment score (academic at .297, and self separateness at .275). Total self concept correlated at .280 ($p < .10 = .257$) with reciprocal punishment, a moral judgment factor. In an initial study such as this, these results alone should provide the impetus for further study into the relationship of self concept and moral judgment.

DISCUSSION

The Instruments

The "I Feel . . . Me Feel" Self Concept Appraisal

The correlation of the factors of self concept with total self concept for the "I Feel . . . Me Feel" Self Concept Appraisal are presented in Table VI.

Insert Table VI about here

Table VI clearly demonstrates that the four factors of self concept as measured by the "I Feel . . . Me Feel" Self Concept Appraisal correlated at or beyond the .05 level of significance with the total self concept in the present sample. In view of the fact that few self concept measures exist for young children, it is felt that the present measure

adequately measures what it is intended to measure and its use should be continued.

The Moral Judgment Test

When the Moral Judgment Test data were analyzed, considerable variation was found within the test among the three factors as well as their relationship to other variables. The intercorrelations of the component parts of the Moral Judgment Test are presented in Table VII; their correlations with self concept, sex and intelligence in Table VIII.

Insert Tables VII and VIII about here

Table VII demonstrates that there is considerable correlation between the three factors of moral judgment and the total moral judgment variable. Results in conflict with the literature appear, however, when the three factors were analyzed independently of the total moral judgment variable. It seems that as beliefs in moral realism mature, or give way to intentionality, belief in immanent justice becomes stronger. The same inverse relationship held for reciprocal punishment when correlated with the moral realism and immanent justice factors. Thus, in the present research, each factor of moral judgment is negatively correlated with the other two factors.

The inconsistency revelaed in Table VII suggests that the test items or their representations of concepts, perhaps adequate to assess the kind of gross developmental change that

Piaget and other investigators were interested in, are not interrelated enough to assess developmental changes within a given age group. While Piaget and others (MacRae, 1954; Boehm & Nass, 1962; Boehm, 1962 (a) and (b), 1963) found moral realism to decrease with age and intelligence, and belief in reciprocity to increase with age and intelligence (Johnson, 1962 (b)); Harrower, 1939; Durkin, 1959 (a), (b), and (c), and 1961), no such pattern is consistently found with regard to the belief in immanent justice. Rather, immanent justice answers seem to depend more on environmental considerations, e.g., parental constraint (Johnson, 1962 (a)), environmental constraint (Abel, 1941), and children's experiences (Medinnus, 1959; Jensen and Rytting, 1972). It would seem that these factors cannot be assessed adequately in a single age group sample.

Several conclusions emerge from this appraisal. In order to ascertain a clearer progression from immature, heteronomous moral reasoning to more mature, autonomous moral reasoning, a wider age and socio-economic sample should be studied. Secondly, there is a need for a more valid, standardized test derived from Piaget's moral judgment concepts.

Implications

The major implication of the present study is that, of all variables evaluated, intelligence was the most closely associated with the development of moral judgment (see Table III). Several factors emerged which tend to reduce the impact

of the conclusion. Intelligence scores solely were not predictive of moral judgment at a significant level, nor was the combined effect of intelligence, sex and self concept predictive of moral judgment scores at a significant level.

When the measures of self concept and moral judgment were collapsed, more interesting results emerged. The moral judgment factors of moral realism and reciprocal punishment correlated at a .05 level of significance with the academic factor of self-concept. The immanent justice factor of moral judgment correlated at a .05 level of significance with the self separateness factor of self concept. Finally, the total moral judgment score correlated at a .10 level of significance with both the academic and self separateness factors of self concept. In sum, all of the factors of moral judgment correlated significantly ($p < .05$) with at least one factor of self concept. It may be that the correlation of moral realism and reciprocal punishment with the academic factor of self concept was due to the fact that moral judgment is a cognitive developmental variable which would be more likely to correlate with a more academic variable. Certainly this should be heuristically appealing to students of moral judgment.

The accuracy of a non standardized Moral Judgment Test for evaluation within a given age group, as in the present sample, as opposed to its usefulness for developmental comparisons, appears open to question. The "I Feel . . . Me Feel"

Self Concept Appraisal seems adequate to determine the self concept of children within a given age group.

The value of the present study would seem to lie in the initial, investigative nature of the present research, and the clarification of problems which might impede future investigation of this relationship.

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TABLE I

MEANS AND STANDARD DEVIATIONS OF SELF CONCEPT, INTELLIGENCE AND MORAL JUDGMENT*

	Mean	Standard Deviation
Self Concept	4.1950	0.4082
Intelligence	110.5250	13.4812
Moral Judgment	2.9000	1.0077

*The distribution on sex was 16 males and 24 females.

TABLE II

CORRELATION COEFFICIENTS OF SELF CONCEPT, SEX, INTELLIGENCE AND MORAL JUDGMENT

	Self Concept	Sex	Intelligence	Moral Judgment
Self Concept	1.0000	-0.0481	-0.0992	0.0814
Sex		1.0000	0.1702	-0.0821
Intelligence			1.0000	0.1210

N = 40
$p < .05 = .304$
$p < .01 = .393$

TABLE III

MULTIPLE REGRESSION OF SELF CONCEPT, SEX AND INTELLIGENCE WITH MORAL JUDGMENT

Variable	Multiple Regression with Moral Judgment	F Value
Intelligence	0.12099	.56453
Sex	0.15966	.48392
Self Concept	0.18355	.41838

TABLE IV

MEDIAN SCORES OF SELF CONCEPT AND ITS FOUR FACTORS AND MORAL JUDGMENT AND ITS THREE FACTORS

Factor	Median
Total Self Concept	4.212
Fun	4.529
Academic	4.357
Self Assertiveness	4.467
Self Separateness	3.440
Total Moral Judgment	2.900
Moral Realism	0.333
Immanent Justice	1.548
Reciprocal Punishment	0.909

TABLE V

CORRELATION COEFFICIENTS WITH COLLAPSED VARIABLES FOR SELF CONCEPT AND ITS FOUR FACTORS AND MORAL JUDGMENT AND ITS THREE FACTORS

	Total Self Concept	Fun	Academic	Self Assert-iveness	Self Sepa-rateness	Total Moral Judgment	Moral Realism	Immanent Justice	Reciprocal Punishment
Total Self Concept	1.000	0.5507**	0.5025**	0.5680**	0.5563**	0.2224	0.2041	0.1502	0.2799
Fun		1.000	0.4478**	0.2973	0.1089	0.0366	0.0613	-0.0025	0.0869
Academic			1.0000	0.4411**	0.1677	0.2969	0.3282*	-0.1560	0.3433*
Self Assert-iveness				1.0000	0.2481	0.0082	0.2108	-0.1163	0.2168
Self Sepa-rateness					1.000	0.2747	0.1239	0.3114*	0.1897
Total Moral Judgment						1.0000	0.5965**	0.2274	0.5104**
Moral Realism							1.0000	-0.1431	0.1600
Immanent Justice								1.0000	-0.2495
Reciprocal Punishment									1.0000

N = 40
*p ≤ .05 = .304
**p ≤ .01 = .393

TABLE VI

CORRELATION COEFFICIENTS OF SELF CONCEPT

FACTORS AND TOTAL SELF CONCEPT

	Total Self Concept	Fun	Academic	Self Assertiveness	Self Separateness
Total Self Concept	1.0000	0.6271**	0.7510**	0.7658**	0.3763*
Fun		1.0000	0.5868**	0.4740**	-0.0298
Academic			1.0000	0.5759**	0.2580
Self Assert-iveness				1.0000	0.2140
Self Separate-ness					1.0000

N = 40
*p ≤ .05 = .304
**p ≤ .01 = .393

TABLE VII

CORRELATION COEFFICIENTS OF MORAL JUDGMENT

FACTORS AND TOTAL MORAL JUDGMENT

	Total Moral Judgement	Moral Realism	Immanent Justice	Reciprocal Punishment
Total Moral Judgment	1.0000	0.5724**	0.3783*	0.5530**
Moral Realism		1.0000	-0.1781	-0.0480
Immanent Justice			1.0000	-0.1339
Reciprocal Punishment				1.0000

N = 40
*p < .05 = .304
**p < .01 = .393

TABLE VIII

CORRELATION COEFFICIENTS OF THE MORAL JUDGMENT

FACTORS AND SELF CONCEPT, SEX, AND INTELLIGENCE

	Total Self Concept	Sex	Intelligence
Moral Realism	0.0663	0.0289	0.1753
Immanent Justice	-0.1002	-0.0345	0.0350
Reciprocal Punishment	0.1407	0.1866	-0.0365

N =40
*p < .05 = .304
**p < .01 = .393